



Functional Independence

English Language Arts

Official Released Items

Grade 6

Fall 2006
Official Released Items

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The Grade 6 Functional Independence English Language Arts Assessment was administered for the first time in Fall 2006. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will annually release a portion of the items that are administered on the assessment. This booklet contains released items from the Fall 2006 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended benchmarks (EB), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items administered on the Fall 2006 Grade 6 assessment booklet. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print - Word Recognition	20	4
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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PART 1

ACCESSING PRINT - WORD RECOGNITION

DIRECTIONS: Read each sentence. Then, choose the word that belongs in the sentence.

R1 Jane belongs to the math club at her middle school. She became a _____ of the club last September.

A teacher

B member

C student

R2 Dani gets very dirty when she works on her bicycle. She will take a _____ when she is finished.

A minute

B bath

C bus

R3 Every Saturday, Laura and Joey make lunch for their family. Next Saturday, they are going to _____ chicken soup.

A serve

B take

C send

R4 Helen went to the post office to buy _____. Now she can send a letter to her friend.

A stamps

B notebooks

C maps



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT - TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage**Making a Special Dinner**

Pete likes to cook. In fact, he wants to go to cooking school when he finishes high school. He plans to be a chef someday. A chef is an expert cook. Tonight Pete is making dinner for his sister Anna's birthday. His father will help him cook. Together they will make fried chicken, mashed potatoes, and green beans. This is Anna's favorite meal.

Pete starts by putting two pots of water on the stove. He turns the heat on high to boil the water. While he waits for the water to boil, Pete washes the vegetables. He cuts the ends off the green beans. He also takes the skins off the potatoes. He cuts each potato into four pieces.

Pete's father starts heating oil in a large frying pan. Pete gets the chicken ready.

- He cuts the chicken into pieces.
- He washes and dries the pieces.
- He dips the pieces in milk.
- Then, he puts the chicken pieces in a brown bag with flour, salt, and pepper.
- He shakes the bag to make sure each piece is covered with the flour mixture.
- Then, Pete's father carefully puts the chicken pieces in the hot oil.

Soon the water is boiling. Pete's father puts the green beans in one pot and the potatoes in the other pot.

The chicken is done when it turns golden brown. Pete's father takes the fried chicken out of the oil. He puts it on paper towels. The paper towels soak up any extra oil.

The potatoes and green beans are done cooking, too. Pete's father takes the green beans out of their pot. He lets the hot water run off the beans. He takes the potatoes out of their pot and puts them in a bowl. Then, Pete presses down on the potatoes with a fork to mash them. He mixes the potatoes with milk and butter.

Pete and his father bring dinner out to the table where his mother and sister are waiting. They sing "Happy Birthday" to Anna. Now it is time to eat!

R5 What is this story **mostly** about?

- A** washing vegetables
- B** cooking a dinner
- C** singing "Happy Birthday"

R6 Why does Pete put two pots of water on the stove?

- A** to soak up any extra oil
- B** to wash the chicken pieces
- C** to cook the beans and potatoes

R7 According to this story, Pete's father uses oil with the

- A** green beans.
- B** mashed potatoes.
- C** fried chicken.

R8 What does Pete use to make fried chicken?

- A** flour
- B** butter
- C** water

R9 According to this story, why is Pete's father **probably** careful when he puts the chicken in the oil?

- A** The pan is large.
- B** The oil is hot.
- C** The chicken is uncooked.

R10 In this story, paper towels are used to

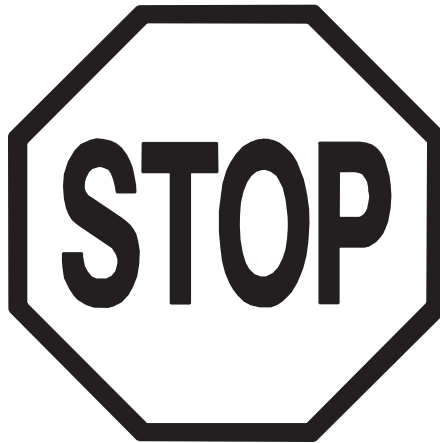
- A** wipe off dirt.
- B** clean up spills.
- C** soak up oil.

R11 In this story, Pete presses down on the potatoes with a fork to

- A** mash them.
- B** eat them.
- C** dry them.



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about someone you admire and why. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 6 assessment will measure Grade 5 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		ACCESSING PRINT	
		PART 1 - WORD RECOGNITION	
R1	R.WS.05.EG03	Recognize frequently encountered words	B
R2	R.WS.05.EG03	Recognize frequently encountered words	B
R3	R.WS.05.EG03	Recognize frequently encountered words	A
R4	R.WS.05.EG03	Recognize frequently encountered words	A
		PART 2 - TEXT COMPREHENSION	
		Narrative Passage	
R5	R.CM.05.EG02	Identify main idea and details	B
R6	R.CM.05.EG01	Make inferences, predictions, and conclusions	C
R7	R.CM.05.EG02	Identify main idea and details	C
R8	R.CM.05.EG02	Identify main idea and details	A
R9	R.CM.05.EG01	Make inferences, predictions, and conclusions	B
R10	R.CM.05.EG02	Identify main idea and details	C
R11	R.CM.05.EG02	Identify main idea and details	A
		EXPRESSING IDEAS	Score Points Possible
R12	W.GN.05.EG01	Write/draw personal narrative	4



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